

## Component 1 for Library/Media Specialists: Planning and Preparation (*Bullets*)

| COMPONENT  | LEVEL OF PERFORMANCE   |   |  |  |
|--|--|---|--|--|
|  | UNSATISFACTORY   | BASIC   | PROFICIENT   | DISTINGUISHED  |
| 1a:<br>Demonstrating knowledge of literature and current trends in library/media practice and information technology | Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.                             | Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.                           | Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.                             | Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in practice and information technology.  |
| 1b:<br>Demonstrating knowledge of the school's program and student information needs within that program             | Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards. | Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards. | Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards. | Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.   |
| 1c:<br>Establishing goals for the library/media program appropriate to the setting and the students served           | Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.       | Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. | Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and the age of the students.                     | Library/media specialist's goals for the media program are highly appropriate to the situation in the school and the age of the students and have been developed following consultations with students and colleagues.   |
| 1d:<br>Planning the library/media program integrated with the overall school program                                 | Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.  | Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.    | Library/media specialist's plan is well designed to support both teachers and students in their information needs.   | Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers. |

## Component 2 for Library/Media Specialists: Creating an Environment to support client needs (*Bullets*)

| COMPONENT  | LEVEL OF PERFORMANCE  |   |   |   |
|--|---|---|---|---|
|  | UNSATISFACTORY  | BASIC   | PROFICIENT  | DISTINGUISHED   |
| 2a:<br>Creating an environment of respect and rapport  | Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.                  | Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Interactions, both between the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.             |
| 2b:<br>Establishing and maintaining library procedures | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.                                    | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.                                  | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.   |
| 2c:<br>Managing student behavior                       | There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.                                | It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.   | Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.        | Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavioral is subtle and preventative, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| 2d:<br>Organizing physical space to enable smooth flow | Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.   | Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.   | Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.   | Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition book displays are attractive and inviting.  |
| 2e:<br>Demonstrating flexibility and responsiveness    | Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.   | Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.  | Library/media specialist makes revisions to the library/media program when they are needed.   | Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.   |

### Component 3 for Library/Media Specialists: Delivery of Service (*Bullets*)

| COMPONENT  | LEVEL OF PERFORMANCE   |   |   |  |
|--|--|---|---|--|
|  | UNSATISFACTORY   | BASIC   | PROFICIENT  | DISTINGUISHED  |
| 3a:<br>Collaboration with others   | Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.  | Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.                                 | Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.                                  | Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.   |
| 3b:<br>Assisting students and teachers in the use of technology in the library/media center  | Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.  | Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.   | Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.   | Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.                    |
| 3c:<br>Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan | Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program. |
| 3d:<br>Communication with the larger community   | Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.   | Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.   | Library/media specialist engages in outreach efforts to parents or the larger community.  | Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.                                |

## Component 4 for Library/Media Specialists: Professional Responsibilities (*Bullets*)

| COMPONENT   | LEVEL OF PERFORMANCE   |   |  |  |
|---|--|---|--|--|
|   | UNSATISFACTORY   | BASIC   | PROFICIENT   | DISTINGUISHED  |
| 4a:<br>Communicating with families  | Library/media specialist provides no information to families, either about the media program as a whole or about individual students.  | Library/media specialist provides limited though accurate information to families about the media program as a whole and about individual students.                                       | Library/media specialist provides thorough and accurate information to families about the media program as a whole and about individual students.  | Library/media specialist is proactive in providing information to families, about the media program and about individual students through a variety of means.  |
| 4b:<br>Maintaining and extending the library collection in accordance with the school's needs and within budget limitations | Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas. | Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.   | Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.                                     | Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.      |
| 4c:<br>Engaging in professional development   | Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.  | Library/media specialist's participation in professional development activities is limited to those that are convenient or required.  | Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.   | Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists. |
| 4d:<br>Reflecting on practice   | Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.  | Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved. | Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved. | Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.                 |

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